**NELA Aspiring Leader Self-Assessment**

Name: \_\_\_\_**Lauren Greenhill**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**: 9/4/2012**

“We are a passionate group of leaders who operate with a spirit of generosity, passion, and respect.”

I never dreamed I would grow up to be a public school teacher. When I thought about what I would be doing after college, I actually never even pictured myself working in education, let alone applying to be a school leader. The path that has brought me to this point has been an unexpected one, but it is this roundabout and unexpected journey that I believe has uniquely prepared me to a leadership role in the Northeast.

This path starts, ironically enough, with my own private-school education, beginning in rural western North Carolina. I enjoyed attending school from an early age, and I loved everything about learning; it was just “my thing.” However, my public elementary school was less than stellar, so my parents decided to pull me out of the system and send me to a private school after my fifth-grade year. There, I blossomed, and there was never a question in my mind that I would be attending college. Fast-forward seven years, and I am walking onto the campus of Wake Forest University for the first time. I quickly become enamored with the academic life, the people, and the college experience. I begin to grasp just how immensely fortunate I am to have earned enough scholarship money to be able to attend Wake, and I start to really ask myself the question “Why *me,* and not other kids?” The seed had officially been planted.

As I continued to grow and enjoy my time at Wake, I began to be more and more grateful for the opportunities I had been given. I realized that I wanted to do something-- *anything--* that would somehow enable more people to have the experiences I had enjoyed. Around this same time, I learned about Teach For America, and the issue of educational inequity immediately struck me. I had seen firsthand that it existed, but I did not know there was a name for it. I decided to put in an application for the program-- despite the fact that I was a political science major who was set on law school after graduation, and who was already interning for a successful law firm. Little did I know that submitting that application would eventually lead to a life-altering job, and a drastic shift in my career goals, from high-powered attorney to rural school leader.

As a third-year teacher, working with my students every day-- and seeing how they remain cheerful and optimistic despite the often overwhelming circumstances that surround them-- has forever altered my perspective on what is possible in low-income, high-needs and high-risk schools. I knew when I joined Teach For America and Northampton County Schools that the achievement gap definitely existed here, and my job was to work to close it for the kids that walked into my classroom. Now, though, that work is not just my job; it has become my passion and calling. I firmly believe now that the achievement gap present in Eastern North Carolina can be closed, and the possibility of that *actually happening in my lifetime* increases exponentially with capable, like-minded, driven leaders in every school. This conviction has led me to my interest in further pursuing school leadership roles and effecting greater change as a fellow of the second cohort of the Northeast Leadership Academy.

My interest in school leadership took root when I first stepped into a summer school teaching position in an inner-city Chicago high school two years ago, and has been growing ever since. As a teacher, one has control over the environment and learning that takes place in his/her classroom, and creating a culture of change and student growth was fulfilling for me during my first year. I was working harder in my first year of teaching than I had ever worked on anything in my life, and still felt as if I was just keeping my head above water; therefore, I tried to push the multiple problems and harmful attitudes I encountered outside of my door out of my mind. I did not have the energy or the capacity to deal with, let alone try to solve, them. As I entered into the classroom again last fall, though, I began to feel that the impact I saw myself having on my own students in my classroom was no longer sufficient. Neither I or the kids I teach live in a bubble; we are all a part of schools and communities that affect the way we work and live. When my students left my classroom, they were walking into a system and a community that had largely failed them for most of their lives, and there was little that I could do to change that history. Needless to say, the more I got to know my students and my school, and the longer I reflected on this history, the more it infuriated me. If this reality was ever going to change, I knew that it was my job to make that happen on a broader scale.

I am only a third-year teacher, and I am without a doubt still learning how to do that work well. However, I do not want my students-- or any student-- to leave their classrooms motivated and inspired to learn, only to fall through the cracks of a school that is not spurring them to achieve. I truly believe that if we are going to reach the critical mass of strong, passionate leaders essential to drive the change that is necessary in our schools, those who believe in this work must start doing it *now* if we want to see a drastic transformation in our lifetimes. I cannot sit back and wait for someone else to take on this grave responsibility-- I owe it to my students and to the community that has welcomed me to take action.



***Standard 1: Strategic Leadership***

*To me, strategic leadership is about being cognizant of the fact that we live in an ever-changing world, and that if schools are going to be effective institutions, they must be prepared and able to change with it when necessary. The strategic school leader recognizes what elements of the school’s vision and operation need to change, how they need to change, and then spurs his or her staff to make these changes happen.*

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| Elements | Emerging Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated | **Specific Evidence for Rating**  **(See suggested items listed below)** | **Describe your planned actions for improvement or your plan to address your limitations:** |
| 1. **School Vision, Mission, and Strategic Goals:** The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. |  | x |  |  |  |  | I understand the importance of needing a vision which truly drives the school’s operation, but I am uncertain about the best process(es) for how that vision is built/structured. I plan on working with my mentor principal, and “picking his brain” about how he shaped/owned his school’s vision and strategic goals, as well as talking with my executive coach on how best to engage with the process of building a vision and strategic goals. |
| 1. **Leading Change:** The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. |  | x |  |  |  | I have led my middle school team in developing and implementing innovative strategies to improve test results. | I plan to develop this skill by shadowing my mentor principal, and watching what he/she does in order to build consensus among staff and students for implementing strategies for change. I also want to talk in depth with my executive coach to determine what he/she observes are my strengths/weaknesses when it comes to talking about and planning for change, so that I have a clearer picture of the way I come across. |
| 1. **School Improvement Plan:** The school improvement plan provides the structure for the vision. Values, goals and changes necessary for improved achievement for all students. | x |  |  |  |  |  | I know very little about the process for designing a school improvement plan, so I really want to spend time talking and working my mentor principal about how they structured their own school’s plan, as well talking about how the document itself drives their work on a daily basis. I would also like to examine several different examples of school improvement plans from high-functioning schools, to determine the essential components. |
| 1. **Distributive Leadership**: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. |  | x |  |  |  |  | I understand and value the importance of distributive leadership, but I want to actually see what it looks like in action on a daily basis in my internship school under my mentor principal. I want to talk to him/her about how purposeful he or she was in “creating the processes” for distributive leadership, and how he/she maintains those processes to ensure they are working appropriately. |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity …   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ School Improvement Plan.  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Evidence of School Improvement Team.  \_\_\_\_ Student achievement and testing data.  \_\_\_\_ Statement of school vision, mission, values, beliefs and goals.  \_\_\_\_ Evidence of stakeholder involvement in development of vision, mission, valve, belief and statement.  \_\_\_\_Evidence of shared decision making and distributed leadership.  \_\_\_\_ 360 Feedback.  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
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| Gap Analysis: Describe your growth or lack of growth for each sub-standard over time. | **Resources/support/experiences/skills needed to complete the improvement plan:**  Mentor principal  Executive coach  SIP documents | | | | | | |

***Standard 2: Instructional Leadership***

*Instructional leadership encompasses perhaps the most important work a school executive does—creating and maintaining a school environment where high-quality instruction is not only occurring, but is the cornerstone of the school’s operation. The school executive who is strong in instructional leadership is consistently ensuring that students are learning and growing, teachers are teaching and collaborating, and everyone in the building is focused on students achieving their full potential.*

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| Elements | | Emerging | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated | **Specific Evidence for Rating**  **(See suggested items listed below)** | | **Describe your planned actions for improvement or your plan to address your limitations:** |
| 1. **Focus on Learning and Teaching, Curriculum, Instruction and Assessment:** The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. | |  | x |  |  |  |  |  | | I plan to make sure I am on the “cutting-edge” of curriculum, instruction, and assessment practices by continuing to explore the various journals, articles, and readings to which we have access through NELA. I also want to work with my mentor principal and coach to discuss how to really be *focused* in this aspect—i.e. how to choose the most important instructional foci out of several potential options in order to move my school and students forward most effectively. |
| 1. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers form disruption of instructional or preparation time. | |  |  | x |  |  |  | *-- Reviewed processes and requirements with admin team for building master school schedule and getting staff input* | | This is an area where I really want to “pick the brain” of my mentor principal and other school leaders I respect, to see how they approach this logistical issue. I want to learn how they balance their teachers’ concerns over instructional/prep time with the myriad other operational things that have to happen during the day. |
|  | **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | | | | | | | | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_ School Improvement Plan.  \_\_\_ NC Teacher Working Conditions Survey.  \_\_\_ Student achievement and testing data.  \_\_\_ Student drop –out data.  \_\_\_ Teacher retention data.  \_\_\_ Documented use of formative assessment instruments to impact instruction.  \_\_\_ Development and communication of goal-oriented personalized education plans for identified  students.  \_\_\_ Evidence of team development and evaluation of classroom lessons.  \_\_\_ Use of research-based practices and strategies in classrooms.  \_\_\_ Master school schedule documenting individual and collaborative planning for every teacher  \_\_\_ 360 Feedback.  Other: | |
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|  | **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | | | | | | | **Resources/support/experiences/skills needed to complete the improvement plan:**  Mentor principal  Executive Coach  Current educational journals/articles | |

***Standard 3: Cultural Leadership***

*Cultural leadership deals with the ability of the school executive to harness the “feeling” of the school—whether positive or negative—toward a common goal. If the culture is negative, a strong cultural leader knows what to do to begin to shift that culture—without destroying valued traditions or permanently alienating students and teachers. If the culture is positive, that same leader knows how to use that momentum to achieve great things within the building. Truly knowing and valuing everyone in the building—and communicating that—is essential here.*

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| Elements | | | Emerging | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated | **Specific Evidence for Rating**  **(See suggested items listed below)** | **Describe your planned actions for improvement or your plan to address your limitations:** |
| 1. **Focus on Collaborative  Work Environment**: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. | | |  | x |  |  |  |  | After engaging in Crucial Conversations training, I used that training to facilitate a session for Teach For America which sought to demonstrate to new teachers how to work more collaboratively and productively in difficult situations. | I plan on observing and reflecting on the collaborative culture at my placement school, and examining what my mentor principal did to foster and encourage that culture. I want to do this not only through conversations with my principal, but also through conversations with teachers and department chairs within the school to hear what they view as the key actions of their school leader in developing a collaborative culture. |
| 1. **School Culture and Identity:** The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. | | |  | x |  |  |  |  |  | As a classroom teacher, I understand how vitally important school culture is, but I am less aware of how principals should both implicitly and explicitly connect the school’s culture to its vision and goals. I want to explore how several high-functioning schools have done this, by talking with their leaders and examining the “common threads” present in their student/faculty handbooks, their memos to parents, their mottos/slogans, etc. |
| 1. **Acknowledges Failures; Celebrates Accomplishments and Rewards**: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | | |  |  | x |  |  |  | According to StrengthsFinder/Myers-Briggs—and my own self-awareness-- I am a natural encourager/optimist, so this strand comes more naturally to me. In my time as a new teacher advisor and summer instructional coach for Teach For America, I have actively sought out opportunities to make people feel appreciated, as well using successes to help build the “Emotional Bank Account” so that problems can be discussed constructively and in safety.  *Celebrates accomplishments based on data and instructional gains, addresses areas of concern directly and with an eye toward improvement* | The specific limitation I want to address in this area has to do with my personality, but from a different angle. Because I am a naturally “bubbly”, positive person, I think that I can sometimes come across as insincere to people who do not know me well. Therefore, I want to work with my coach to observe and reflect on my interactions with staff, so that I am constantly monitoring others’ perceptions of me, and adjusting accordingly. |
| 1. **Efficacy and Empowerment:** The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture and performance. | | |  | x |  |  |  |  |  | I want to learn from my mentor principal about how he/she specifically built and instilled that sense of efficacy in his/her staff, and what purposeful action steps he/she took at various points throughout the year—both high and low—to reinforce that sense of efficacy. I also want to continue to learn about how to build effective teams (from *Reframing Organizations*), and see how empowered teams in high-functioning schools operate in practice. |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | | |  | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ School Improvement Plan.  \_\_\_\_ School Improvement Team.  \_\_\_\_ Documented use of School Improvement Team in decision making.  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Student achievement and testing data.  \_\_\_\_ Teacher retention data.  \_\_\_\_ Existence and work of professional learning communities.  \_\_\_\_ Recognition criteria and structure utilized.  \_\_\_\_ Evidence of shared decision –making and distributed leadership.  \_\_\_\_ 360 Feedback.  **Other:** | | | | | | |
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|  | **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | | | **Resources/support/experiences/skills needed to complete the improvement plan:**  Conversations with mentor principal/teachers/department chairs  Student/faculty handbooks, memos, etc.  PLC observations at high-performing schools | | | | |

***Standard 4: Human Resources Leadership***

*Human resource leadership is the “business development” piece of school leadership. If the school is going to grow and improve, its professionals must be developed continually; mentored effectively; and evaluated fairly, with candor. A school’s primary human capital is its teachers, and a school executive who is strong in human resource leadership understands and operates with this belief in mind.*

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| Elements | | Emerging | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated | **Specific Evidence for Rating**  **(See suggested items listed below)** | **Describe your planned actions for improvement or your plan to address your limitations:** |
| 1. **Professional Development/ Learning Communities:** The school executive ensures that the school is a professional learning community. | |  | x |  |  |  |  | *Worked on analysis of TWC Survey results and EOY data for 2012 to identify areas where PLC time should be focused and make recommendations accordingly* | I want to work with a mentor principal who really understands—and can explain—how a true/effective PLC should operate, and can also describe how they built one in their school. I especially want to learn how they built the culture of PLCs among both new and veteran teachers, by observing how they talk about PLCs and how they are built into the fiber of the school’s schedule. I also want to do additional research on high-functioning PLCs, and visit other schools where they are working well. |
| 1. **Recruiting, hiring, placing and mentoring of Staff:** The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | |  |  | x |  |  |  | * *Actively participated in 2 teacher interviews via the Gallup Research TeacherInsight model, and debriefed w/ admin team* * *Reflected w/ mentor principal on district hiring protocols and procedures* * *Overviewed the NC Human Resource Management System (HRMS) and how it is used* * *Mentored 12 new teachers via TFA’s Delta Institute; supported via resources and direct PD, observed, evaluated, and provided constructive feedback for instructional improvement* | Because I was placed in my current school through Teach For America, I have very little experience or knowledge concerning district hiring processes. I plan on working with my mentor principal to discover how they view hiring, and what questions they ask/what they look for during the hiring process. I also want to speak with the different individuals involved in the hiring processes in various districts—including some of our NELA professors—and getting their input on how the process works best. |
| 1. **Teacher and Staff Evaluation:** The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | |  | x |  |  |  |  | I have served as a peer evaluator, and also served as a new teacher mentor through the Teach For America summer Institute, where I spent 4 weeks observing 8 new teachers at least twice a week for 30 minutes. After each extended observation (i.e. at least 1/week for each teacher), we met to discuss instructional issues and problem-solve around student performance data. | I plan on working with my executive coach and various leaders of high-functioning schools to examine how they specifically implement and manage the NC Teacher Evaluation process, and observe how they “message” the evaluation process to their staff. |
|  | **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | | | | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ School Improvement Plan.  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Student Achievement and testing data.  **\_\_\_\_** Teacher retention data.  \_\_\_\_ Master school schedule documenting individual and collaborative planning for every teacher.  \_\_\_\_ Number of National Board Certified Teachers.  \_\_\_\_ Number of teachers pursuing advanced degrees, licensure, National Board certification etc.  \_\_\_ \_Record of professional development provided staff and impact of professional development on  student learning.  \_\_\_\_ Mentor records and beginning teacher feedback.  \_\_\_\_ Teacher professional growth plans.  \_\_\_\_ 360 Feedback.  Other: | | | | |
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|  | **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | | | **Resources/support/experiences/skills needed to complete the improvement plan:**  Conversations with mentor principal/executive coach/HR personnel across various districts  PLC observations at high-performing schools | | | | |



***Standard 5: Managerial Leadership***

*Managerial leadership is the ability to run the day-to-day operations of the school effectively, so that students and teachers can be focused as much as possible on teaching and learning. These operations include things such as scheduling, budgeting, conflict resolution, communication, etc. A school executive who is strong in managerial leadership not only juggles all of these things well on a consistent basis, but also gains input from all stakeholders in making many managerial decisions.*

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| Elements | Emerging | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated | **Specific Evidence for Rating**  **(See suggested items listed below)** | **Describe your planned actions for improvement or your plan to address your limitations:** |
| 1. **School Resources and Budget:** The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement. |  | x |  |  |  |  | * *Worked with admin and district team to assess needs of school, and relate those to budgetary priorities for school year (i.e. textbook purchases for Common Core, determining grade level needs, etc.)* * *Reflective conversations with principal about budgetary issues and processes* | I plan on shadowing and working with my mentor principal to observe how he/she establishes and constructs the budget for his/her school, and to understand how he/she juggles the different concerns and forces surrounding school budgeting. I also plan on learning more about the laws regarding school spending and budgetary issues through our School Law course. |
| 1. **Conflict management and Resolution:** The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement. |  |  | x |  |  |  | I participated in Crucial Conversations and Conflict Resolution training, and afterwards facilitated a “mini” Crucial Conversations training for new TFA teachers.  *Worked with others to resolve interpersonal conflicts between staff members, both as a teacher leader and an administrative intern—used Crucial Conversations and Conflict Resolutions training skills, and have taught them to others.* | I want to observe how my mentor principal specifically handles conflicts among his/her staff and students, and observe and reflect on how I can adapt his/her style to my own personality. I also want to hear from my executive coach about what he/she observes as my strengths and weaknesses surrounding conflict resolution, and engage in specific activities (i.e. roleplays, Operation NELAs, etc.) to develop those further. |
| 1. **Systematic Communication**: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. |  | x |  |  |  |  | * *Engagement with weekly staff newsletter (Monday Monitor) and reflective conversations abt communication with mentor principal* * *Work with admin team to develop our system of communication with each other and the greater school building, both formally and informally* | I plan on talking with both teachers and principals of high-functioning schools about their patterns of communication, how those patterns were established, and how effectively those patterns operate. I also want to take some time to flesh out my own draft “communication plan” for how I would structure regular communication with my staff, and talk through that plan with my executive coach. |
| 1. **School Expectation for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. |  | x |  |  |  |  |  | I want to work with my mentor principal to explore how he or she established the baseline expectations for his/her students and staff, and how those were messaged at the beginning of the year and referred back to throughout. I also plan on discussing how the principal deals with people not meeting expectations, and how that is addressed fairly and productively. |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: |  | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ School Improvement Plan.  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Master school schedule documenting individual and collaborative planning for every teacher.  \_\_\_\_ School safety and behavioral Expectations.  \_\_\_\_ School financial information.  \_\_\_\_ Dissemination of clear norms and ground rules.  \_\_\_\_ Evidence of ability to confront ideological conflict and then reach consensus.  \_\_\_\_ Evidence of formal and informal systems of communication.  \_\_\_\_ 360 Feedback.  Other: | | | | | | |
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|  | **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | | | | **Resources/support/experiences/skills needed to complete the improvement plan:**  Mentor principal  Executive coach  School Law course  Roleplays/Operation NELAs  Conversations with teachers in my placement school  Examples of strong “communication plans” | | |



***Standard 6: External Development Leadership***

*External development leadership involves the “public face” of the school, and the extent to which the school executive actively works to cultivate and strengthen it. The school leader who is strong in external development leadership is proactive rather than reactive concerning the community in which the school operates, and designs and implements ways to involve all community members in the betterment of the school.*

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| Elements | Emerging | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated | **Specific Evidence for Rating**  **(See suggested items listed below)** | **Describe your planned actions for improvement or your plan to address your limitations:** |
| 1. **Parent and Community Involvement and Outreach:** The school Executive designs structures and processes which result in parent and community engagement, support and ownership for the school |  | x |  |  |  |  |  | As a teacher, I have engaged with several different methods of reaching out to parents. However, I want to understand more fully how principals use their knowledge of the community purposefully to create opportunities for involvement that capitalize on the community’s strengths and identity. Therefore, I plan on talking with and observing how my mentor principal thinks through this process, and reflecting on the effectiveness of various forms of community outreach at my placement school. I also want to head up some type of community outreach activity at my placement school (or help develop the team that does so), and coordinate staff and students to make it successful. |
| 1. **Federal, State and District mandates:** The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. |  | x |  |  |  |  | * *Assisted in developing school-wide plans for implement district literacy and Common Core initiatives* * *Gained a greater understanding of school law in all areas (i.e. free speech, special education, etc.)* | I plan on talking with my mentor principal about how he/she keeps these mandates in mind when engaging in strategic planning. |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: |  | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ Parent involvement in School Improvement Team:  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ PTSA/ Booster club operation and participation.  \_\_\_\_ Parent survey results.  \_\_\_\_ Evidence of community support.  \_\_\_\_ Number and use of school volunteers.  \_\_\_\_ Plan for shaping the school’s image throughout the community.  \_\_\_\_ Evidence of business partners and projects involving business partners.  \_\_\_\_ 360 Feedback.  Other: | | | | | | |
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| **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** |  | **Resources/support/experiences/skills needed to complete the improvement plan:**  Mentor principal  School Law course  Experience heading up/developing the team that organizes community outreach projects | | | | | | |



***Standard 7: Micro-Political Leadership***

*To me, strong micro-political leadership harnesses the various political factors in public education for the good of students, rather than allowing those factors to diminish the effectiveness of the school’s operation. A school executive who is strong in this area knows his or her staff and context well, and instead of creating situations where opposing personalities or ideas are pitted against one another, creates situations where the difference of opinion and ensuing discussion lead to better outcomes for all.*

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| Elements | Emerging | Developing | | Proficient | Accomplished | Distinguished | Not Demonstrated | **Specific Evidence for Rating**  **(See suggested items listed below)** | **Describe your planned actions for improvement or your plan to address your limitations:** |
| 1. **School Executive Micro-political Leadership:** The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. |  | x | |  |  |  |  |  | I plan on talking with my mentor principal about how he/she went about discovering what his/her staff’s strengths were, and who the “influencers” were in the building. I also want to learn through observation and one-on-one conversations specifically how he/she used that information in an authentic, non-threatening way to improve the school’s culture and performance. In addition, I would like to continue to learn about the “political frame” as referenced in *Reframing Organizations,* and practice integrating this frame with the other three in daily practice. |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: |  | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Teacher retention data.  \_\_\_\_ Evidence of visibility and accessibility.  \_\_\_\_ Evidence of shared decision and distributed leadership.  \_\_\_\_ 360 Feedback. | | | | | | | |
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|  | **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | **Resources/support/experiences/skills needed to complete the improvement plan:**  Mentor principal  Conversations with teachers/department chairs at my placement school | | | | | | |

Additional Data:

1. Specialized training activities: What did you learn? In what Standard did it help you grow? Complete the chart and add to your narrative evidence.
2. Specific entry for conference attended (the Individual RFP): What did you did and learned? What part of your leadership plan was noted as needing help, and, most importantly, what did your attendance do to help you on this Standard(s) or element(s).
3. Describe your Pay It Forward.
4. Add links to any and all electronic creations since beginning NELA.

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| **Specialized Trainings**  What did you learn? In what Standard did it help you grow? | | | | | | | | | | | | | |
| Training | **Standard 1** | | | | **Standard 2** | | **Standard 3** | | | | **Standard 4** | | |
|  | **School Vision, Mission, and Strategic Goals** | **Leading Change** | **School Improvement Plan** | **Distributive Leadership** | **Focus on Learning and Teaching, Curriculum, Instruction and Assessment** | Focus on Instructional Time | **Focus on Collaborative  Work Environment** | **School Culture and Identity** | **Acknowledges Failures; Celebrates Accomplishments and Rewards** | **Efficacy and Empowerment** | **Professional Learning Communities** | **Recruiting, hiring, placing and mentoring of Staff** | Teacher and staff evaluation |
| **Facilitative Leadership** | x |  |  | x |  |  | x |  | x | x | x |  |  |
| **Crucial Conversations** |  | x |  |  |  |  | x | x |  | x |  |  | x |
| **Conflict Resolution** |  | x |  | x |  |  | x | x | x | x |  |  |  |
| **Ruby Payne** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **DPI's Special Ed and Positive Behavioral Supports** |  |  |  |  | x |  |  | x |  | x |  |  |  |
| **Teacher Evaluation** |  |  |  |  | x |  | x | x | x |  |  |  | x |
| **Other** |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Specialized Trainings** | | | | | | | | |
| **Training Continued** | **Standard 5** | | | | **Standard 6** | | **Standard 7** | **Additional Skills or Comments** |
|  | **School Resources and Budget** | **Conflict management and Resolution** | **Systematic Communication** | **School Expectation for Student and Staff** | Parent and Community Involvement and Outreach | Federal, state, and district mandates | Develops systems and relationships to leverage staff expertise and influence |  |
| **Facilitative Leadership** |  | x | x | x |  |  | x |  |
| **Crucial Conversations** |  | x |  |  |  |  | x |  |
| **Conflict Resolution** |  | x |  |  |  |  | x |  |
| **Ruby Payne** |  |  |  |  |  |  |  |  |
| **DPI's Special Ed and Positive Behavioral Supports** |  | x |  | x |  |  |  |  |
| **Teacher Evaluation** |  |  |  | x |  | x | x |  |
| **Other** |  |  |  |  |  |  |  |  |

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| **Individualized Learning Experience: Conferences**  What did you learn? In what Standard did it help you grow? | | | |
| **Where did you go? What conference or learning experience did you attend?** | **Before you went to the conference, what Standards did you identify as needing improvement as part of your RFP?** | **What did you learn?**  **How did attending the conference help you on the Standard(s) or to grow as a leader?** | **Describe your Pay it Forward** |
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| **NELA Electronic Creations** | |
| **Description** | **Link to electronic evidence** |
| Digital Story – Llano Grande Training (November 2011) | <http://nela2greenhill.wikispaces.com/Biography> |
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| **Competencies:**  A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them.  These 21 competencies are listed in the NC Standards for School Executives to emphasize their importance and to make sure they are incorporated into the development of school leaders. | | | |
| **Competency 1-21** | | **Fellow Self-Rating** | **Experiences Planned around this Competency** |
| **1)** | **Communication:** Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives. | **Proficient** | * Leading faculty meetings, conducting pre- and post-observation conferences, writing professional e-mails/memos, shadowing my mentor principal |
| **2)** | **Change Management:** Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation. | **Developing** | * Shadowing my mentor principal, and reflecting on how he/she implements and builds consensus around change * Reflecting on *my* personal feelings/misgivings about change, and understanding how those affect the way I lead change |
| **3)** | **Conflict Management:** Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. | **Proficient** | * Watching/reflecting on how my mentor principal deals with conflict, and how his/her style meshes with my own * Roleplays around difficult situations |
| **4)** | **Creative Thinking:** Engages in and fosters an environment for others to engage in innovative thinking. | **Developing** | * Since I am not a natural “outside-the-box” thinker, I want to seek out situations where I am forced to think innovatively, rather than just within the confines of the way things “normally” work (i.e. a problem that I’ve never encountered before, or a logistical issue that many people have tried to tackle, but couldn’t solve) |
| **5)** | **Customer Focus:** Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly. | **Developing** | * Conversations with students, both in my current school and my placement school, to determine how *they* view what is happening in the school, and what they feel they need |
| **6)** | **Delegation:** Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school. | **Developing** | * I want to see how my mentor principal delegates effectively, and how he/she continues to monitor that delegation without “micro-managing.” * I want to practice active, healthy delegation within my various responsibilities at my placement school. |
| **7)** | **Dialogue/ Inquiry:** Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance. | **Developing** | * I want to watch how my mentor principal facilitates effective dialogue and maintains safety, without digressing into complaints or conversation without action. * I want to practice leading conversations about change that involve the Inquiry/Action cycle, and reflect with a trusted peer on how I used the cycle to make decisions effectively. |
| **8)** | **Emotional Intelligence:** Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community. | **Proficient** | * I try to be very self-aware, so emotional intelligence comes more easily for me. I want to see how my mentor principal uses emotional intelligence in a non-manipulative, authentic way to truly build relationships, not just to get what he/she wants. * I want to talk at least once a month with a trusted peer and/or my executive coach about my progress in this area, and how to “troubleshoot” difficult situations I may be facing. |
| **9)** | **Environmental Awareness:** Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions. | **Developing** | * I want to observe how my mentor principal balances all of the outside factors/trends in the community and in education that can affect the school, and still navigates the school through these waters. |
| **10)** | **Global Perspective:** Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy. | **Developing** | * Shadowing my mentor principal, and observing/reflecting on how he/she weaves culture and a global perspective throughout the leadership of the school and in conversations with students |
| **11)** | **Judgment:** Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information. | **Developing** | * I feel confident in my ability to exhibit strong judgment in my classroom and with my middle school team, but I want to understand through conversations with my mentor principal how good leaders prioritize issues and gather data to make the best decisions. * I want to use my NELA peer Fellows as “sounding-boards” for decisions I will be making as an intern, and utilize their perspective/advice in making solid professional judgments. |
| **12)** | **Organizational Ability:** Effectively plans and schedules one’s own and the work of others so that resources are sued appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects. | **Developing** | * Observing how my mentor principal organizes the time and logistical operations of a school, and reflecting on how his/her organizational style matches my own * I want to monitor my personal organization at least bi-weekly, and come up with action steps to take if I notice certain areas/projects not working effectively. |
| **13)** | **Personal Ethics and Values:** Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. | **Proficient** | * I hold myself to a high ethical standard, but I want to see how my mentor principal gains the respect and trust of his/her staff in order to create a truly committed team. * I want to have at least one other trusted NELA Fellow with whom I can talk as a sort of “accountability partner” at least once a month—someone who I can be totally honest with and will give me sound professional advice. |
| **14)** | **Personal Responsibility for Performance:** Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements. | **Developing** | * I want to see how my mentor principal balances the necessity of taking responsibility for everything that happens in the school building with the simultaneous necessity of not “beating yourself up” and taking on too much. I want to see how my principal disseminates his/her own sense of personal responsibility to the staff in a supportive, “we can do this,” way. |
| **15)** | **Responsiveness:** Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/ situations in an expedient manner. | **Developing** | * Talking with my mentor principal about his/her own plan for responsiveness, and how he/she balances the need for timeliness with the need for accuracy, clarity, and thoughtfulness. * Setting up a plan for responsiveness to urgent/semi-urgent/not urgent issues, and how I will message that plan to my placement school staff |
| **16)** | **Results Orientation:** Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals. | **Developing** | * I want to see how my mentor principal maintains a sense of orientation to results, without being only “reactive” or unnecessarily hasty in his/her decision-making. |
| **17)** | **Sensitivity:** Effectively perceives the needs and concerns of others; deal tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds. | **Proficient** | * Roleplays which require me to balance sensitivity to others with action and conflict resolution |
| **18)** | **Systems Thinking:** Understands the Interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team. | **Developing** | * Roleplays related to Senge’s *Fifth Discipline* work |
| **19)** | **Technology:** Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction. | **Developing** | * Observations of how my mentor principal incorporates cutting-edge technology in his/her work with staff, and encourages/supports them in doing the same with students * Readings on the newest/most cutting-edge instructional technology (i.e. articles on educational technology in *Educational Leadership*) |
| **20)** | **Time Management:** Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings. | **Proficient** | * Conversations with my mentor principal focused on how he/she breaks down her day/week, and how he/she prioritizes different tasks during the week * I want to set up my schedule for the coming week by Sunday that prioritizes tasks based on urgency, and leaves flex time for unexpected tasks/events. |
| **21)** | **Visionary:**  Encourages Imagineering by creating an environment and structure to capture stakeholders dreams of what the school could become for all the students. | **Developing** | * I often struggle with imagining what is possible in difficult situations, so I want to expand my “sense of possibility” when tackling tricky issues by observing how my mentor principal creates and establishes imaginative vision for his/her school—especially since we will most likely be working in difficult turnaround situations in our schools. |